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ABSTRACT

This issue is intended to help trustees understand how their boards can monitor the complex responsibilities of today's faculty and encourage work arrangements that best tap faculty expertise, improve the professoriate's professional development, and advance the institution's academic mission. Trustees must consider the modern academic landscape, and the first step is to gain a better understanding of the actual responsibilities of faculty today. In addition to responsibilities for teaching, faculty also have responsibilities for research and service. Among the important vital issues trustees and faculty alike must confront are the importance of university context, issues of faculty workload and recognition, the nature of academic inquiry itself, and the issues related to part-time faculty. Trustees must ensure that the institutions they steward identify essential faculty responsibilities and activities, articulate clear expectations, provide faculty development activities, assess progress toward goals, and recognize and reward contributions made by faculty members. (SLD)

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The American Professoriate in Transition

By

**Jerry Berberet
Linda McMillin**

**Priorities
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Universities and Colleges**

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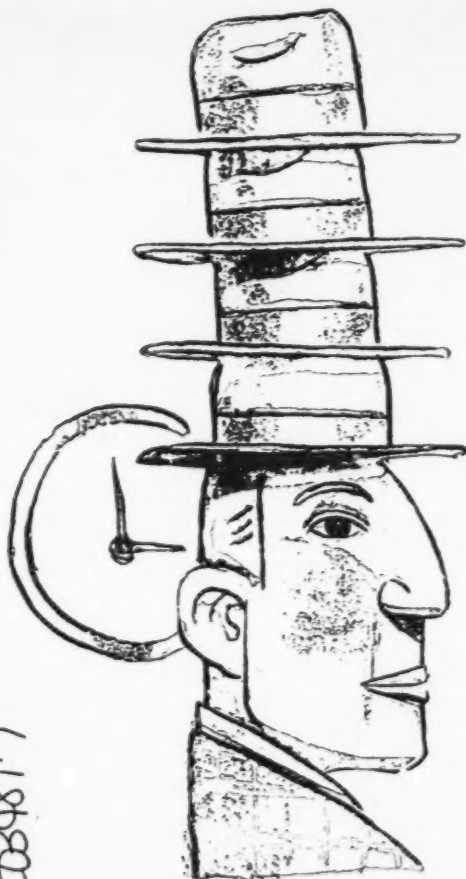


A membership service of the Association of Governing Boards to help trustees and chief executives identify and address strategic policy issues.

The American Professoriate in Transition

BY JERRY BERBERET
AND LINDA McMILLIN

Understanding the changing nature of faculty work and academic life can help trustees better assess faculty effectiveness.



IT DOESN'T TAKE A PH.D. to know that a college or university fulfills its multiple missions—student learning, discovery of new knowledge, and community engagement—chiefly through its faculty. It is equally unsurprising that the faculty becomes a lightning rod when questions are raised about higher education's performance, whether in terms of educational quality or cost-effectiveness. Given higher education's vital contributions to society, trustees face few challenges more crucial than keeping abreast of the changing nature of faculty work.

Learning about the conditions that promote productive academic inquiry, the differences between faculty and administrator cultures, and the multifaceted nature of faculty work—especially given the campus tensions that lie beneath the surface even in the best of times—can help boards better assess the faculty's performance and appreciate their contributions. This issue of *Priorities* is intended to help trustees understand how their boards can monitor the complex responsibilities of today's faculty and encourage work arrangements that best tap faculty expertise, improve the professoriate's professional development, and advance the institution's academic mission.

Trustee inquiry into faculty work and academic life is not only in keeping with higher education's tradition of learning and discourse, but it also is essential to understanding the mission-critical activities that are the subject of the board's oversight responsibilities. Indeed, trustee involve-

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If trustees consider faculty work only in terms of the standard teaching load, they may be tempted to dismiss faculty concerns as attempts to shed responsibility at a time when the institution faces increasing cost and accountability pressures.



ment has become imperative, as the spread of communications technologies has pushed "intellectual work"—the specialty of the academy—to the center of our economic and social structures.

In the last decade or so, the tasks facing faculty members have both changed in nature and increased in number. Consequently, in each of their three traditional areas of responsibility—teaching, scholarship, and service—professors confront forces that make time their most precious commodity. In response, they commonly request either more resources (typically more office assistance or computers) or a reduced teaching load—the only well-understood measure of how faculty are expected to spend their time.

Yet if trustees consider faculty work only in terms of the standard teaching load, they may be tempted to dismiss faculty concerns as attempts to shed responsibility at a time when the institution faces increasing cost and accountability pressures. Boards have much to gain in addressing these time and workload pressures in ways that enable faculty to serve the institution's mission and strategic priorities effectively.

Campuses that fail to confront the nagging misunderstandings and mistrust hovering around professors, administrators, and trustees may miss opportunities to reorganize the work of the faculty in ways that better use their talents and institutional resources. By becoming familiar with the multiple tasks faculty members perform, trustees can help their institutions take best advantage of their most valuable academic resource.

The Modern Academic Landscape. Higher education, like much of society, is undergoing

a profound transition as our institutions adapt to the Information Age. Voices inside and outside the academy are calling for a reexamination of our basic assumptions about higher education—what and how students learn—and of the work professors do to create learning environments that foster creativity. A technologically sophisticated economy has spurred new educational opportunities and demands for improvements in quality. Colleges and universities are drawing growing numbers of students of all ages and backgrounds—minorities, new immigrants, working professionals, and older adults—to classrooms to pursue traditional degrees, new workforce skills, and lifelong learning.

In response to this huge change, faculty members must think not only about *what* they teach but also about *how* they teach, if they're to meet the educational needs of a diverse population of new students.

In addition, colleges and universities are embracing multiple missions that extend beyond classroom instruction. Campuses are serving as centers for regional, cultural, and artistic activities; engines for community economic and social development; and research and policy resources for such varied causes as local school reform, inner city renewal, and environmental protection. These outreach activities engage faculty members and students in everything from applied research and group projects on local problems to internships and service-learning experiences. Such programs add purposefulness to student learning and faculty scholarship while helping expand college and university community-service missions.

Finally, traditional campus-based higher education no longer holds a near-monopoly on instruction, as a familiar array of for-profit,

How Boards Can Integrate Faculty Work Into the Institution's Strategic Aims

To be effective monitors of their institution's academic mission, trustees should understand the range, context, complexity, and details of tasks and demands facing faculty members. What can boards do? For starters:

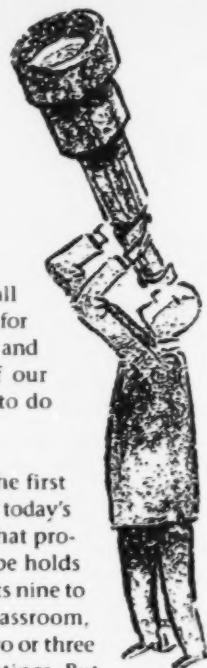
- Recognize that faculty are the institution's most valuable resource—make certain they know the board believes this.
- Find ways to know and understand the specific work of faculty in your institution.
- Include faculty in creating appropriate mechanisms for participation in institutional governance, strategic planning, and decision making that recognize the stake all share in the institution.
- Ask how the institution can better articulate and recognize the range of faculty work in teaching, scholarship, and service that serves the institution's mission.
- Encourage the allocation of resources and faculty rewards that support mission-appropriate faculty work.
- Invest in professional-development programs that span faculty career stages and that are appropriate to the institution.
- Know the current level of reliance on adjunct and part-time faculty, and ensure the institution's practices are consistent with its mission.

distance-education, proprietary, and corporate providers have spurred a redefinition of cost-effectiveness, "customer focus" (serving students), and new approaches to teaching and learning. For example, as organizations conduct business on a collaborative, team-oriented basis, higher education has been forced to incorporate new ways of teaching and learning. In many instances, students are not competing against one another but are being asked to embrace group learning and competition emphasizing teamwork and group achievement.

This litany of change and challenge should echo some of the discussions that have taken place at board meetings in recent years. Individual institutions and their faculty, therefore, must sift through the multiple and sometimes conflicting demands placed on them to serve the public good and to respond to specific,

often local, educational needs, all the while providing opportunities for students to create meaningful lives and careers. Indeed, all members of our institutions are being called on to do more—better and faster.

Responsibilities in Teaching. The first step in understanding the work of today's faculty is to get a better fix on what professors actually do. The stereotype holds that faculty members meet students nine to twelve hours each week in the classroom, publish an article or book every two or three years, and attend committee meetings. But this is a simplistic view. For most faculty members, long hours are the norm—though their exertions often are unseen by others. Behind the scenes, they spend time advising and



Case Study

Workload at Ithaca College: A Faculty-Development Model

A new model of faculty work, one that optimizes faculty collaboration across the range of departmental work while advancing the institution's teaching mission, has emerged at Ithaca College in upstate New York. It is the fruit of the Faculty Workload Project being conducted at many campuses by the Associated New American Colleges (ANAC).

Ithaca College is a mid-sized comprehensive institution of about 6,000 students and some 450 full-time faculty organized in five schools: Business, Communications, Health Sciences and Human Performance, Humanities and Sciences, and Music. Each of the four preprofessional schools devises its own curricula, has a discrete faculty whose teaching and professional activities are highly specialized, and makes its own decisions as to the structure and content of degree programs, personnel, and budget matters.

Teaching excellence remains the primary basis for tenure and promotion at the college, yet professors achieve levels of scholarly and professional accomplishment often comparable to expectations

at research universities. Collaborative research and creative activity between faculty and students are imbued in the learning culture of the college, which began as a music conservatory in the late 19th century. Teaching and research activity are a substantial part of a faculty member's day-to-day work. Thus, the challenge to balance these responsibilities is often daunting even to the most seasoned faculty.

Using data from the Carnegie/ANAC Faculty Survey administered in 1997 and ANAC project thinking about faculty work, Ithaca College formulated a three-year faculty workload project, inviting participating departments to reconfigure their collective work assignments in ways most appropriate to their discipline and educational goals. The objective was to rethink faculty work assignments, taking into account the total complement of work contributions for which the department is responsible.

The project focused on overhauling an inefficient and ineffective system of assigning faculty work and developing both greater

collaboration among faculty within a department and greater differentiation of individual work assignments. Thus, neither individual faculty nor departmental cohorts would be held to a "one-size-fits-all" model for configuring, evaluating, and rewarding faculty work. By focusing on the departmental unit as the basis for determining work assignments, individual faculty interests and expertise could be identified and maximized while, at the same time, the full complement of the department's contributions to the institutional mission could be recognized and rewarded.

Seven departments are participating in the three-year project: art history; organizational communication; learning, and design; physical therapy; physics; psychology; sport science; and writing. Each has designed a project enabling its faculty to explore a variety of innovative teaching and learning models consolidating and streamlining the curriculum, expanding learning environments beyond traditional classroom activity, and increasing the use of technology in learning.

mentoring students outside the classroom, improving old curricula and preparing new courses, reading to stay current in one's field, or mastering an array of technological applications for classroom, studio, laboratory, or residence-based learning.

The classroom center of gravity is shifting from a primary emphasis on teaching to a primary emphasis on learning. This shift means faculty members are expected to employ a range of pedagogies that match the varied needs and learning rates of individual students. Traditional boundaries of the classroom have been shattered by the Internet, e-mail, and other new technologies that allow professors to be available at times that fit student and family schedules, while

The classroom center of gravity is shifting from a primary emphasis on teaching to a primary emphasis on learning.



simultaneously affording the possibility of varied and personalized faculty-student interactions. Trustees who are sensitive to the subtle ways that teaching and learning are changing are in the best position to help assess what the institution needs in human and material resources.

In their efforts to better facilitate student

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The projects are making more efficient use of faculty time by "banking" student credit hours, narrowing the scope of individual faculty responsibility through collective agreement, and using innovative pedagogies to reduce classroom seat-time. Faculty make group decisions regarding assignment of nonclassroom and service-related activities on the basis of faculty interest and expertise. Because teaching is the largest component of the workload, increased efficiency in that area, as well as flexibility in the assignment of nonclassroom work, has allowed faculty to spend more time on scholarly and creative work.

Assessment of the first year of the project has identified where implementation has been successful as well as areas for improvement. Increased student satisfaction is reported as a result of greater use of innovative teaching and learning strategies. Faculty satisfaction is up because of professors' ability to organize their work more efficiently. This in turn has allowed more time for research and other nonteaching

activity. The departments that participated in the project point to increased collegiality, greater trust, and faculty acceptance of differing work patterns. The project also has been given credit for increased departmental planning, prioritization, and goal setting.

Among the problems the projects have helped to identify:

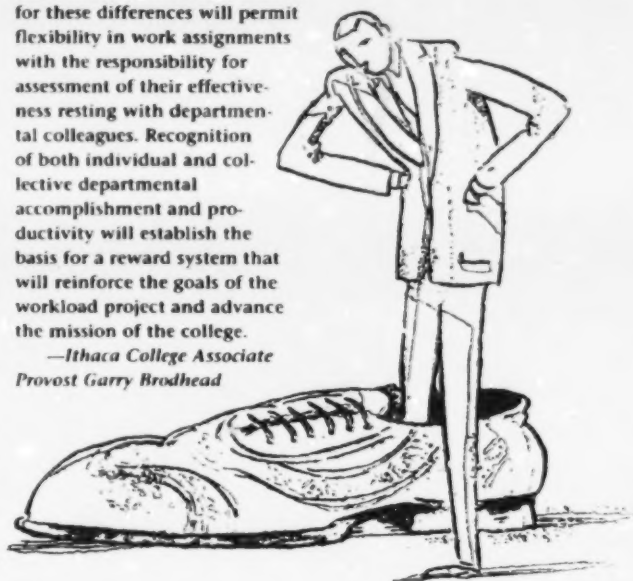
- recognition that current practices inhibit effective scheduling of classes larger than 30 as well as classrooms equipped with sophisticated technology;
- the need to develop strategies and support for collaboration among departmental faculty and to better define the chair's responsibilities for ensuring collaboration; and
- the realization that differentiation works less well for small departments where flexibility usually is limited.

These findings are helping to fine-tune department projects during their second year of implementation and will contribute to a collegewide plan for revising the institutional model of faculty work.

Based on the assumption that

faculty professional goals may change during various stages of their careers, this model of faculty work accommodates such differences and capitalizes on individual faculty strengths and interests—thus encouraging innovative teaching, scholarly and creative exploration, and leadership in campus governance and service. A collaborative department environment that accounts for these differences will permit flexibility in work assignments with the responsibility for assessment of their effectiveness resting with departmental colleagues. Recognition of both individual and collective departmental accomplishment and productivity will establish the basis for a reward system that will reinforce the goals of the workload project and advance the mission of the college.

—Ithaca College Associate Provost Garry Brodhead



learning, faculty also are incorporating new research findings that underscore the importance of applying and testing theoretical knowledge through experimentation and practice in order to develop student understanding and competence. Thus, we see a greater emphasis on such "out of class" experiences as internships, faculty-student research projects, service learning, and study abroad. In all of these endeavors, faculty are migrating from a "sage on the stage" role to that of "guide on the side." That is, they are spending less time preparing and delivering hour-long lectures to passive rows of seated students.

Rather, faculty engage students in more and more varied ways—interacting inside and out-

side the classroom, communicating online and face to face, working with individuals and small groups, and tackling theoretical questions and hands-on applications for solving community problems. Moreover, faculty members are leading and coordinating "instructional teams" of librarians, technology specialists, counselors, internship coordinators, and student assistants—all focused on providing a sophisticated and productive modern learning environment.

Just ask students on your campus what they do during the semester, and you will find that fewer and fewer spend a majority of their time passively listening to lectures and taking notes. When you walk around your campus and peek into the classrooms and labs, you are as likely

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to see clusters of students working in groups or circles. The irony, of course, is that if you ask faculty the easiest way to teach—the one that takes the least time and preparation—they nearly always will say, “Lecturing!” Recent studies reveal that most full-time teaching faculty devote an average of 30 hours a week just to teaching.

The presence of these activities on your campus may indicate both the commitment of your faculty and the degree to which your institution supports and rewards innovative teaching. Some questions trustees can ask:

- Does our institution seek to document improvements in student learning and the pedagogies most responsible for those improvements?
- Are faculty members who contribute significantly to such improvements recognized and rewarded for their roles in these successes?

Responsibilities in Research. “Publish or Perish!” This controversial and seemingly timeless mantra reflects the high premium colleges and universities place on faculty research and scholarship. Indeed, passion for a discipline and a desire to think and research creatively are what draw most scholars to higher education in the first place. And there is widespread agreement that continued engagement in scholarly work is essential for intellectual growth, high-quality teaching, and professional involvement.

At a research university, scholarship is the faculty’s primary motivation and responsibility. Even at institutions that have traditionally focused on teaching, consideration of scholarship has become increasingly important in decisions about hiring, tenure, and promotion. At the same time, questions have been raised both within and outside of the academy about the esoteric nature of much traditional faculty research. Many people have voiced concern that research competes inappropriately against the demands of students in allocations of faculty time and budget expenditures.

Partially in response to these concerns, Ernest Boyer’s 1990 book *Scholarship Reconsidered*

challenged faculty and institutions to think critically about the nature and function of research in higher education. Traditionally, research has been equated with the “discovery” of new knowledge—both the sort that is exciting, innovative, and critical to human advancement and the sort that is more narrow, esoteric, and expensive. Boyer questioned whether these two forms of research were appropriate for all faculty and all institutions. He proposed that the classical definition



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of scholarship be expanded to recognize the valuable work of interpreting, applying, and teaching new knowledge.

This has led to efforts to modify traditional notions of faculty prestige and reward systems almost exclusively associated with original research and publication. Consequently, while individual scholars in traditional disciplines continue to create important new knowledge, faculty members and administrators are looking for more varied ways to define and apply intellectual work.

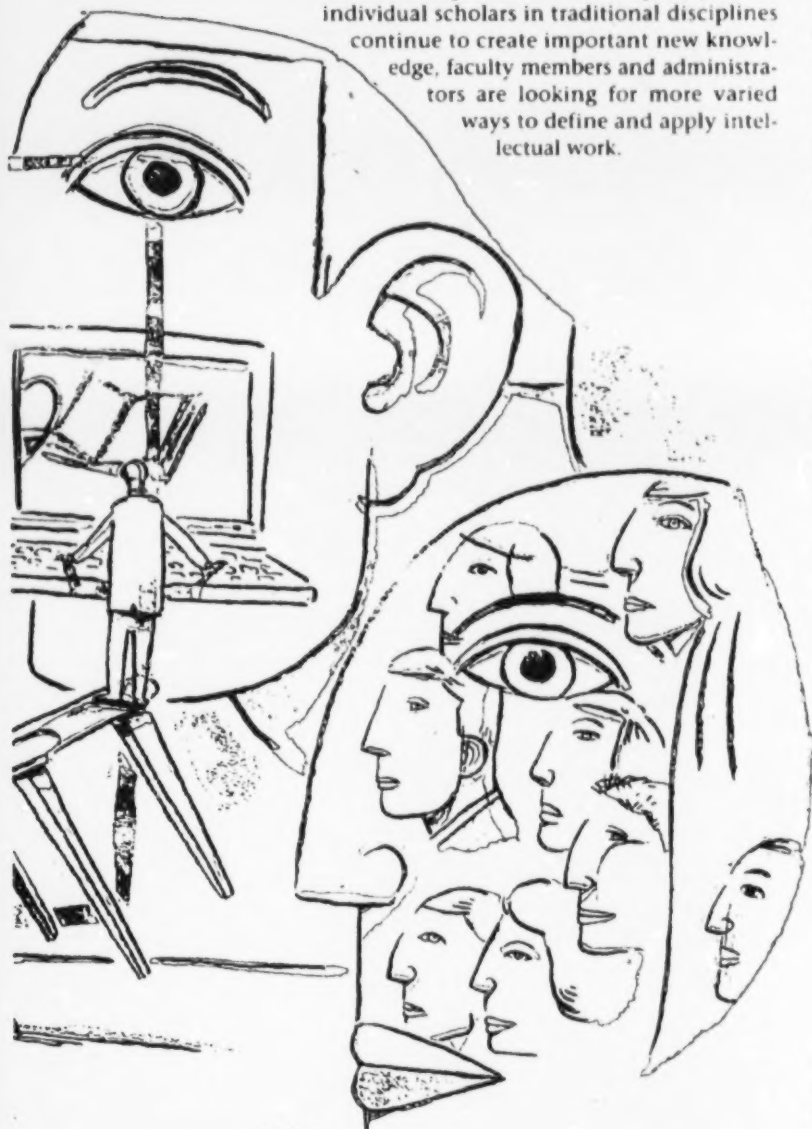
Examples of new forms of scholarship abound. Significant intellectual contributions are being made where disciplines intersect and overlap—in biotechnology, cultural studies, arts management, and environmental science, for example. Such work is commonly the fruit of interdisciplinary collaboration of faculty teams that transcend institutional boundaries—even national ones—and frequently include graduate and undergraduate students alike. Faculty members also have forged alliances with businesses to develop marketable applications for their research. And they have responded to the calls of their local and national communities to apply theoretical models for solving social, economic, and environmental problems.

Even as individual faculty members struggle not to “perish” and to find a scholarly niche—both in the types of scholarship they practice and in the ways they balance this work with teaching and service—boards also must consider how faculty scholarship meets the institution’s mission and affects its daily life. Some questions:

- Does our institution make appropriate commitments of time and resources to support research?
- What types of scholarship does it recognize and reward?
- How does the faculty balance their scholarly responsibilities with their other duties?

The Responsibilities of Service. While teaching and research always have been part of the public face of the professoriate, the service work faculty perform has been largely invisible outside the university. Indeed, service work—cited in promotion and tenure requirements as necessary but insufficient for reward or recognition—often is invisible internally as well. And yet this third layer of faculty work has expanded greatly to meet changing needs in contemporary higher education’s student-centered environment.

As teaching has expanded outside the classroom, and the variety of faculty-student encounters has increased, faculty have taken on mentoring roles that go beyond student pedagogical needs and extend to counseling students on everything from learning difficulties and next semester’s courses to career options and family tragedies.



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Though faculty committees always have provided oversight in curriculum and peer review, they now are being asked to think as well about institutional strategic planning and community relations.

As colleges and universities of all kinds struggle with rising costs, uncertain governmental financial support, and increasing dependence on raising private funds, faculty have responded to administrative requests to assist in recruiting students, writing grant proposals, reaching out to alumni, and participating in fund-raising. In addition, the deepening crisis of teacher quality in K-12 education has obligated faculty to become more involved with the needs of the primary and secondary schools from which they draw their students.

Faculty service work is an essential ingredient in the mortar that holds colleges and universities together. It creates the collegial intellectual community that boards, administrators, and faculty members desire. Yet service also is the portion of their workload that many faculty members find most frustrating, time consuming, and unproductive, especially if they believe their efforts have little impact or go unrecognized.

Governing boards should examine how their institution supports and values faculty service work. They should consider the extent to which faculty involvement in institutional governance—input into policy setting and decision making—is appropriate. Some questions for trustees to consider:

- What are the board's expectations concerning faculty partici-

pation in institutional planning and decision making?

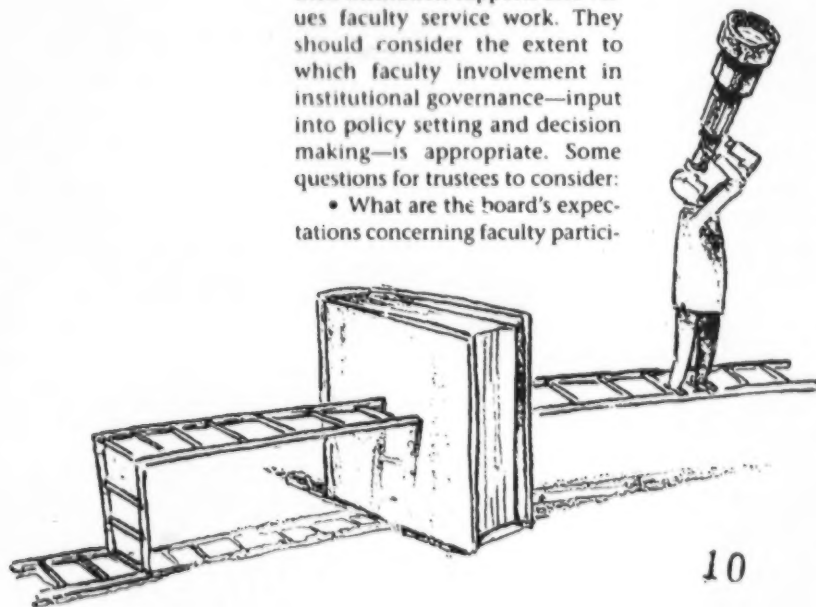
- Do we seek faculty insights and expertise that might strengthen the institution's effectiveness?

- Do our most respected and accomplished faculty leaders participate in the faculty senate's work? If not, why not?

The Importance of Context. The venerable triad of teaching, scholarship, and service is best understood in the context of a specific group at a specific institution. Faculty responsibilities vary greatly across disciplines, institutional types, career stages, and individual circumstances. Laboratories, practice rooms, computer networks, playing fields, lecture halls, field stations, and neighborhoods vary significantly as settings for student learning and require differing skills and pedagogical approaches. Producing a monograph, an experiment, a musical composition, a demographic analysis, a poem, a genetic sequence, or a robotic arm requires scholars to organize their time and space in radically differing ways. Moreover, available time, space, and resources vary considerably among institutional types—whether at a research university, comprehensive college or university, liberal arts college, or community college—as do the circumstances and preparation of the students faculty encounter.

Faculty careers go through stages as well. Junior faculty must invest time in creating courses from scratch and establishing a sound foundation for their continuing research. Mid-career faculty often take on institutional leadership roles—as department and committee chairs and program directors—or devote significant energies to local and national professional organizations. Senior faculty often have special expertise and commitments honed over a career that contribute to institutional service in important ways—chairing a special all-university task force, for example, or mentoring junior colleagues or cultivating relationships with alumni and the larger community.

Faculty from minority and other underrepresented groups often are asked to be role models to their constituent students,



Many faculty members feel they are left to navigate competing claims on their time with minimal professional or institutional guidance.

educate their peers on issues of diversity, and represent "their group" on various university committees. Given their smaller numbers, many find they are called to serve disproportionately on campus committees. This sometimes obligates them to be involved in issues far afield from their discipline, interests, or expertise.

Finally, the workload for many full-time faculty members has expanded in the wake of increased hiring of part-time faculty who teach courses but seldom are responsible for meeting student needs outside the classroom. Therefore, as the ranks of full-time faculty contract at many institutions, more program and institutional obligations fall to fewer full-time faculty members.

The board's task is to understand the specific circumstances of their institution's faculty members' lives. Some questions:

- Does the reality of faculty work make our expectations of the institution reasonable?
- Will our faculty's capacities, work arrangements, and level of institutional support enable the institution to achieve its goals?

Such questions are especially important when the institution sets benchmarks for faculty hiring—demographic goals, percentages of part-timers, faculty-student ratios, and required faculty disciplinary backgrounds—and when it creates policies on everything from workload expectations and reappointment-and-promotion criteria to sabbatical rotations and retirement options.

Managing Expanded Workloads. Most faculty members can articulate the intrinsic rewards of academic life. They enjoy their autonomy in designing and teaching courses and in pursuing scholarly projects. Most appreciate the

enthusiasm of their students and take pride in student achievement. And they value the opportunity to engage with colleagues in an intellectual community. In this context, recent innovations in faculty work have brought intellectual stimulation to the professoriate in pedagogy, technology, scholarship, institutional configurations, and community relations, challenging faculty members to recreate their traditional work structures and practices.

At the same time, however, faculty members express frustration with new responsibilities that bring differing and sometimes conflicting expectations and demands that leave many of them feeling stretched beyond reasonable bounds. Should they pay greater attention to student learning or become more productive scholars? Should they incorporate new technology into their teaching or serve on an institutional task force for a new community initiative? In a recent survey, 73 percent of faculty respondents expressed frustration at "never having time to complete a piece of work."

Many faculty members feel they are left to navigate competing claims on their time with minimal professional or institutional guidance. Articulation of faculty work responsibilities at many colleges and universities is almost deliberately vague, unhelpfully uniform or inconsistent, and insufficiently connected to mission-driven priorities. This evolving and expanding workload and the challenges of managing it are fundamental in understanding the concerns of a changing professoriate.

Neglected or misunderstood, these changing patterns of faculty work may affect productivity, accountability, and effectiveness while contributing to distracting internecine tensions at a time when society is ratcheting up its expectations for education. Governing boards are encouraged, therefore, to assess whether pressure points on their campuses reveal serious underlying issues regarding faculty work and to periodically review their institutional policies with a long-term perspective.

Greater Recognition. In 1997, an extensive national survey of 10,000 faculty from all types of traditional institutions was conducted by the

There is nothing new in faculty criticism of administrators, of course, but the problem today runs deep.



Carnegie Foundation for the Advancement of Teaching (CFAT) and the Associated New American Colleges (ANAC is a national consortium of 20 private Carnegie-classification master's colleges and universities). Responses varied by institution type—not surprisingly, research university faculty placed greater value on research; liberal arts and master's faculty valued teaching more—but on

the whole, perceptions were remarkably similar. Faculty members reported being highly satisfied with their students and the courses they taught. Four of five ANAC faculty

members completing a supplemental portion of the survey cited the freedom to pursue their own ideas, the creative and productive nature of their work, and positive colleague relationships as additional major sources of satisfaction.

Case Study

Collaborative Governance At Kansas State University

At one public university working under budget constraints, an effort to include faculty in institutional governance has produced loyalty and engagement among professors.

Kansas State University is a large, public, land-grant, research university with an enrollment of more than 22,000 students. For decades, the state's slow economy has limited funding to meet the fiscal needs of higher education. The faculty has been expected to do more with less and to minimize compromises in the quality of education, research, and service. Faculty salaries have remained consistently below those at similar institutions. Under these conditions, it often has been very difficult to recruit and retain the best faculty, but most professors are highly committed and productive.

What is it about K-State and its faculty that might account for this continued dedication? Certainly, the ethos of the land-grant tradition—focused as it is on providing a solid education and serving the people of the state—must receive some of the credit.

K-State employs almost 300 county extension agents who are in touch with Kansas residents throughout the state. Credit, as well, a Midwestern work ethic in which faculty expect to work hard, do their best, and probably not get rich. Finally, many faculty seem to stay at K-State because they have family in the area or have decided that Manhattan, Kan., is a good place to raise children.

As much as these features may contribute to a positive faculty work environment, however, collaborative structures that university administration and faculty have developed in recent years have been equally important in enabling an institution with limited resources to fulfill its mission. These efforts have contributed to faculty empowerment and collaborative governance that have enhanced academic life for faculty and made them genuine university stakeholders.

Three examples will illustrate:

- a faculty-development policy related to productivity;
- a program to allow diverse workload assignments among

faculty responsibilities; and

- the contribution of the Faculty Leadership Council to institutional governance.

Early in the 1990s, talk of faculty "deadwood" spread through the state legislature, and tenure became suspect amid calls for accountability. Although faculty productivity was not a major concern on campus, faculty and administrators took legislators' concerns seriously—jointly concluding that a few faculty members might have become "disengaged" from the institution. Responding positively rather than risking legislative intervention, the K-State faculty leadership and university administration developed a system to provide continuous monitoring of faculty engagement. Using the existing faculty evaluation system, the faculty senate created a rating system to identify faculty not meeting minimum standards defined by the faculty in their department or program unit. (The term "post-tenure review" was not used, though this process resembles it.)

If a faculty member receives

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However, in contrast with these positive views of their students, teaching, and scholarship, faculty expressed dissatisfaction with their institutional relationships. There is nothing new in faculty criticism of administrators, of course, but the problem today runs deep. Overwhelmingly, faculty members said they supported the mission of their institution and accomplished the work the institution expected of them. Yet for many faculty there is a lack of clear institutional recognition that their varied contributions and those of their depart-

ments are valued and appreciated. When faculty research is rewarded exclusively or unduly, for example, many faculty members believe their institutions undercut their own teaching missions. This "disconnect" between faculty and institution carries over in matters of governance, where faculty may see their role and expertise overlooked when the institution addresses matters of strategic importance.

No less important, a majority in the survey said they felt institutional

an overall "unsatisfactory" evaluation, a process is set in motion beginning with a plan for improvement to which the faculty member and department chair agree. The plan usually includes specific faculty-development activities to address the evaluation concerns and sometimes involves a change in job responsibilities (altering the amount of time allocated to teaching versus research, for example). If expectations are not met after the first year, a second improvement plan is made. If a faculty member's performance remains unsatisfactory, procedures may be instituted for dismissal. This process has been used successfully to reengage several faculty members, while causing others to leave.

K-State's approach to "diversity of faculty responsibilities" has proved an important tool in allowing changes in faculty work at different life and career stages. With the leadership and vision of the provost, some departments are beginning to shift the pattern of faculty work from a relatively uniform time allocation (50 percent teaching, 40 percent research, 10 percent service) to more flexible assignments that best support the accomplishment of the mission and goals of the unit. In this way,

faculty members are able to spend the majority of their time in the areas in which they are strongest.

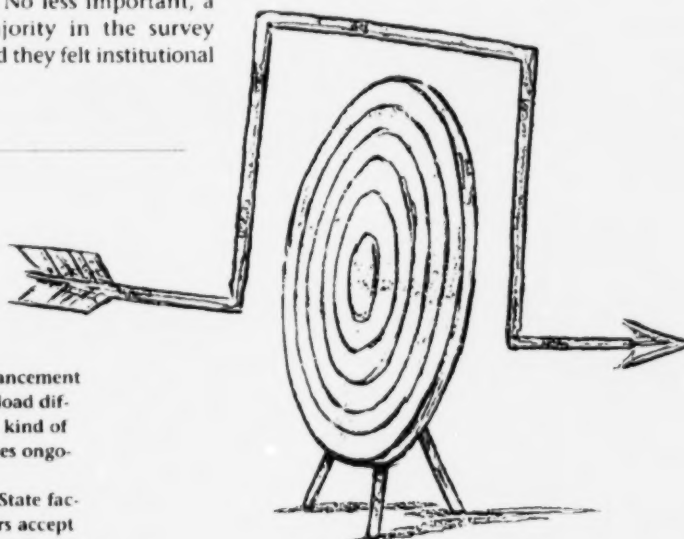
In addition to the enhancement of unit missions, workload differentiation allows the kind of flexibility that facilitates ongoing engagement.

Although many K-State faculty and administrators accept theoretically the idea of flexible work assignments, implementation of the policy has been slow. Significant reticence exists among faculty and department heads who believe faculty careers will be at risk when a commitment of the majority of the faculty remains uncertain. Because different values are placed on research, teaching, and service, there is fear that a disproportionate percentage of time devoted to a less valued area may have negative effects on an individual's career, even though the arrangement contributes significantly to the unit's mission.

The spirit of faculty participation in academic governance has become an expected and valued part of the way K-State does business. The leaders of the faculty senate and the president, provost,

and the president's staff meet monthly to consider a jointly formulated agenda. Issues are freely discussed—whether academic matters, the university budget, faculty work life, student needs, or external relations, including those with the Kansas legislature. These meetings have a problem-solving focus and, more important, serve as regularly scheduled forums on K-State's health and well-being. They provide ongoing consultation between faculty and administrators on issues that matter to the university mission—the essence of collaborative governance.

—KSU faculty senate chair
Cia Versheldon, with Linda
McMillin and Jerry Berberet

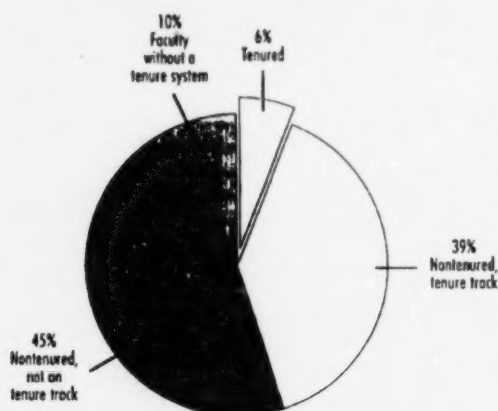


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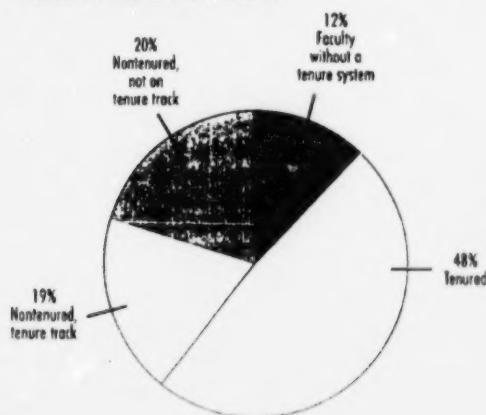
support was inadequate for faculty to expand their expertise and grow professionally in a world exploding with new knowledge and technologies.

Probing the causes of these paradoxical faculty responses to their work, on the one hand, and their institutional relationships, on the other, seems essential to improving professional commitment and institutional effectiveness.

What percentage of newly hired full-time faculty nationwide are tenured?



What percentage of full-time faculty nationwide are tenured?



Source: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty

Administrators and trustees should give greater attention to the professional-development needs of the faculty to create bonds that will enable campuses to meet future challenges.

Trustees certainly understand this larger competitive environment, but they also must consider how their institutions and faculty fit into it in order to oversee policies that improve recognition of faculty contributions. Some questions:

- What does our board know about faculty attitudes and perceptions on campus?
- What responsibilities should the board assume to foster better relations between the faculty and institution that will contribute to the institution's success?

The Nature of Academic Inquiry. The key to devising institutional policies that enhance faculty commitment and improve service in support of the institution's mission is understanding the nature of academic inquiry. This includes knowing the motivations of dedicated faculty as well as the differences that separate faculty and administrative cultures. Academic inquiry, of course, is the reason colleges and universities exist; it plays an essential role in both student learning and intellectual growth in our democratic society.

Academic freedom safeguards the intellectual integrity of inquiry. It sanctions an environment where ideas may be pursued wherever evidence and defensible reasoning lead. At the same time, academic freedom sets high expectations regarding standards of rigorous analysis. Contrary to popular belief, academic freedom does not protect faculty speech outside areas of a faculty member's competence, nor does it sanction administrative or outside interference in the exercise of faculty responsibilities for inquiry. By its nature, academic freedom is open to interpretation, but because faculty and administrators alike defend it as essential to the mission of the academy, it is seldom a major source of tension between faculty and administrators. Only occasionally does it cause friction between professors and trustees.

More problematic are the differences between the autonomous nature of faculty culture and the managerial nature of the administrative culture. In part, these longstanding differences are exacerbated because preparation for institutional citizenship is conspicuously absent from doc-

The differences between the autonomous nature of faculty culture and the managerial nature of the administrative culture are highly problematic.

toral programs where future faculty are trained and core faculty values implanted. Most faculty members begin their careers feeling that their primary loyalty is to their discipline and only secondarily to their department and institution. Yet most faculty members wish to contribute to a successful academic community, as evidenced by the ease with which faculty who become administrators transfer their primary loyalty to the institution.

The challenge for administrators is to discover ways to link familiar collegial faculty values with service to institutional mission and strategic priorities. Failure to integrate these values can lead to deteriorating relations between faculty members and the institution.

Ultimately, achieving greater faculty-institutional understanding depends on how well the institution attends to the wellsprings of faculty motivation—especially at key moments in faculty members' careers. Some questions:

- How are mutual expectations communicated between new faculty members and our institution at the time of hiring?
- How are new faculty oriented and mentored during their early years?
- What opportunities are available to mid-career faculty to understand and take on greater responsibility for institutional leadership?
- How does the institution recognize and take advantage of the accumulated experience and commitments of senior faculty?

The Issue of Part-Time Faculty. Most full-time faculty members view their relationships with their institutions as long term. Hence, institutions should encourage reciprocal compacts with professors, according to *A New Academic Compact*, a recent book written by scholars from the Associated New American Colleges. Whether or not the relationship involves the possibility of tenure, this principle of mutual benefits requires flexibility and mutual support regarding the changing needs that both the institution and its faculty may experience over time. Attention to mutual desires for academic community seem to be decisive for establishing conditions that enable faculty members to

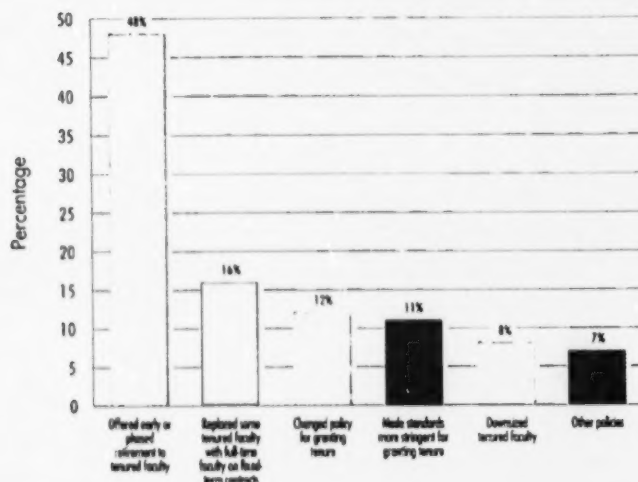
make valuable institutional contributions throughout their careers.

Admittedly, the foregoing model is designed to fit the responsibilities and relationships of full-time faculty members and their institutions. It does not address the reality of a higher education economy dependent on the minimally compensated part-time faculty who now teach one-fourth to one-half of the courses offered on many campuses (this is most prevalent at public four-year and community colleges); who typically are ineligible for benefits, professional development support, and institutional rewards; and who are only sporadically given performance evaluations. Models exist for incorporating part-time faculty more fully into the institutional community in ways that benefit the institution, foster professional growth, and better enable the institution to practice the moral, civic, and organizational values it professes to students.

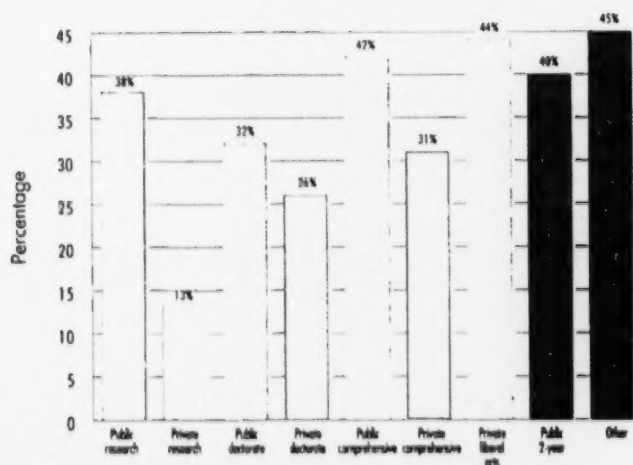
What is at stake in such models was succinctly expressed by one faculty member: "In the eyes of students, it is the faculty member who stands in front of the class who represents



What percentage of all institutions took a specific action related to tenure during the past five years?



What percentage of institutions took at least one action to reduce faculty size?



Source: U.S. Department of Education, National Center for Education Statistics, 1999 National Study of Postsecondary Faculty

the institution, whether full-time or part-time, capable or ineffective."

Board members, administrators, and faculty should think through the appropriate use and percentages of part-time faculty. Adjunct faculty members often are excellent teachers, bring the firsthand perspective of professional practitioners to the classroom, act as advisers to student preprofessional organizations engaged in applied and community projects, and offer valuable perspectives in program planning and review. On the other hand, administrators and trustees need to consider the impact on the institution when too few full-time faculty are engaged in the full range of work—the student interactions, service work, program administration, and scholarly activities that constitute the day-to-day fulfillment of the campus mission.

In the final analysis, no matter how great the changes being experienced by colleges and universities across America, the faculty remains central to the achievement of the mission of each higher education institution. Moreover, responsible engagement by faculty in a myriad of instructional and learning-support activities is more critical today than ever to the learning aspirations and attainments of an increasingly diverse body of learners. Given these realities, it is essential that trustees, no less than administrators and faculty, move strategically and deliberately to recognize, understand, cultivate, and reward such faculty work.

Yes, trustees can—indeed, they must—ensure that the institutions they steward proceed apace to identify essential faculty responsibilities and activities, articulate clear expectations for the fulfillment of these responsibilities, generate faculty-development opportunities and services that support these endeavors, assess progress toward the accomplishment of these goals, and recognize and reward such contributions to the attainment of their institution's mission. This accomplished, trustees can rest assured that faculty will be no less dedicated to the institution and its students than to their disciplines and that faculty work is both directed to fulfillment of the mission and more satisfying to faculty themselves. ♦

Additional Reading

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BY THOMAS C. LONGIN

The life of the college professor has changed dramatically in the decade and a half since AGB last published an in-depth treatment of the board's responsibility for academic affairs. Faculty members remain, of course, the human "face" of the institution. They continue to exercise primary authority over curricular matters and to enjoy the prerogatives of the respected professional.

But intensifying demands from the public for colleges and universities to be held more accountable for improved student learning have forced all campus stakeholders to reexamine many academic traditions. "The economic, social, and technological effects of the information revolution have forced a profound rethinking of higher education's traditional campus-based, faculty-intensive, and personalized-learning structures," writes William G. (Jerry) Berberet, the founding executive director of the Associated New American Colleges project at the Woodrow Wilson National Fellowship Foundation headquartered in Princeton, N.J.

Jerry's observation appears in a rich new book he coedited with Linda A. McMillin, head of the history department at Susquehanna University, called *The New Academic Compact: Revisioning the Relationship Between Faculty and Their Institutions* (published in 2002 by Anker Publishing Co.).

The staff at AGB was attracted to that work and to its lead authors for the way it lays a solid conceptual foundation for aligning its faculty policies and practices, as well as the true-to-life work patterns of professors, with an institution's mission.

Hence, we invited these two practicing academics to write this issue of *Priorities* as another stone in the edifice we call our academic affairs project. With generous support from the James S. Kemper Foundation,

AGB is readying a set of programs for member boards to capitalize on the interest and momentum generated by the publications that undergird this project. Coinciding with the release of this paper is publication of a book that examines the vital but long-too-vague responsibilities of trustees for monitoring the quality of academic programs, the outcomes of student learning, and the performance of faculty. Written by former University of Richmond President Richard L. Morrill, this distinctive, comprehensive guide is titled *Strategic Leadership in Academic Affairs: Clarifying the Board's Responsibilities*.

This issue of *Priorities* complements the Morrill book by providing a succinct overview of the issues foremost in the minds of today's professoriate as it confronts change of transformational magnitude. It elucidates new distinctions about how professors teach and how students learn. It updates the context for the long-standing professional pressure to "publish or perish." It examines the rising importance of "service" in the faculty workload. It usefully sketches the current controversy over increased use of part-time faculty. And to anchor its analysis in the real world, it offers case studies that detail successful faculty work reforms in place at Ithaca College and Kansas State University.

Whether this *Priorities* and the rest of AGB's academic affairs project achieve the intended effect of clarifying the board's responsibilities won't be known for years. But we are heartened by the promise of these efforts from our colleagues, who are tackling a fluid set of issues that most in higher education now agree no longer can be evaded. As the swirl of transformation encompasses even the slow-to-change core of the academy, there is an ever greater need for governing boards to engage in both of their fiduciary responsibilities—not only guaranteeing fiscal integrity but ensuring educational quality as well.

—Thomas C. Longin is AGB's vice president for programs and research.



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